



# **Special Educational Needs & Disabilities Policy & Practice (Learning Support)**

*".... though my illness was a trial to you, you did not treat me with contempt or scorn. Instead, you welcomed me as if I were an angel of God, as if I were Christ Jesus himself."*

*Galatians 4:13-14*

## **POLICY STATEMENT**

**The School's Mission Statement:** 'To educate each and every unique child in our care to hear and respond to what God calls them to be'.

Saint John Wall Catholic School aims to promote equality of opportunity for all pupils by supporting their academic, spiritual, physical and social development. We shall endeavour to enhance pupils' own self-worth, aspiration and expectations. All staff support the learning entitlement of all pupils to a broad and balanced education, including the National Curriculum.

### **Definition of Special Educational Needs and Disability (SEND)**

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- a difficulty which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. **(SEND Code of Practice 2015)**

Special educational needs and disabilities (SEND) can affect a child or young person's ability to learn. They can affect their:

- behaviour or ability to socialise, for example they struggle to make friends
- reading and writing, for example because they have dyslexia
- ability to understand things
- concentration levels, for example because they have ADHD
- physical ability

### **Objectives:**

- To employ a range of strategies for identifying, supporting, monitoring and reviewing pupils with Special Educational Needs and Disabilities (SEND).
- To consult specialist agencies and liaise with other schools to ensure that the appropriate provision is made.
- To ensure that each child is working at a level that is appropriate in order to meet their individual needs through assessing, recording and tracking progress regularly.
- To help staff develop their skills in providing a differentiated and inclusive curriculum for pupils with SEND by using a range of adaptive teaching strategies.
- To work in partnership with pupils and their parents to ensure that all their views are considered.

## **MANAGEMENT OF SEND**

### **Curriculum Departments**

Each department is responsible for making the curriculum accessible to all pupils. All departments assess, record and continually monitor each pupil's progress and adapt and review their teaching to meet individual pupil's needs. Departments need to consider the use of any special arrangements for pupils with SEND in both internal and external examinations.

All staff should note whether a pupil has special educational needs and refer to the Pupil Passport on Bromcom/Classcharts when planning lessons. All referrals and requests for support should be made to the Learning Support Co-ordinator (SENDCo) using the SEND Referral Form on the staff desk top following a discussion with the Head of Department. All staff are requested to follow the graduated approach (of assess, plan, do, review) and use this evidence to inform their referral.

### **Learning Support Department**

The Learning Support Co-ordinator (SENDCo) will take the lead responsibility for overseeing the SEND policy. This involves meeting with pupils and parents; administering assessments; co-ordinating provision and maintaining records. The Learning Support Co-ordinator gives advice to colleagues and works closely with the Medical Officer, English as an Additional Language (EAL) Co-ordinator, as well as the Inclusion manager and Inclusion staff team. The Learning Support Co-ordinator contributes to staff training, manages the learning support staff and consults specialist external agencies for e.g. The Educational Psychology Service, Pupil and School Support, Specialist Support Service, Communication and Autism Team, Speech and Language Therapy, Health and Social Services.

Pupil coaches (3 and a number of casual pupil coaches) and teachers refer to the Pupil Passports when supporting pupils with SEN in class, small groups or individually. They note any specific observations on a pupil's progress and inform subject teachers and Learning Support Co-ordinator. Pupil coaches are assigned to classes with priority given to (e.g. numbers of SEND pupils who require additional support in lessons, those who are significantly underachieving). The pupil coaches attend whole school training, other relevant training (e.g. from outside agencies to support pupils with specific needs) and parent's evenings where appropriate. Some pupil coaches also run targeted interventions, before school, after school, and during the school day, in small groups or 1:1 for identified pupils to support academic and personal development in relation to pupils' individual needs.

Access arrangements will be made for students as required; they will be requested for all internal and external examinations, for pupils with additional needs who meet the criteria. Pupils will be identified from subject staff and assessed at points in years 9, 10 & 11.

### **Resources**

We have a number of pupil coaches who provide one to one and small group support. The school has invested in a range of specialist materials purchased to meet the needs of pupils with SEND.

### **Developing Local Provision (SEND Hubs)**

On site we have a SEND Hub called the Saint Thomas Aquinas Centre. This aims to meet the needs of pupils with complex and significant SEND through quality first teaching and support in mainstream schools. Placements in the hub are short term (usually 6-8 weeks) depending on term dates and individual pupil needs, with a focus on rapid intervention and rapid progress. Pupils will be taught an appropriately broad, balanced, relevant and differentiated curriculum. The focus of the curriculum will be on rapidly improving Literacy skills as well as personal development. The SENDCo will identify pupils who would benefit from a placement in the hub and will liaise with parents about the benefits of their child receiving this bespoke intervention. Pupils who attend the hub may be from other schools in the NW Network, alongside Saint John Wall School pupils.

## **IDENTIFICATION AND ASSESSMENT**

### **Identification**

Information from staff, evidence from the graduated approach cycle, results of previous assessments (eg Statutory Assessment Tests), information from primary schools, parents, pupils, and specialist external agencies are all used to identify the needs of the child. Referrals to the Learning Support Co-ordinator can be made at any time, by staff and parents; pupils can also self-refer.

The school has adopted a graduated approach as recommended in the new SEND Code of Practice. This means we assess a child's needs, plan for their care, do (or follow) their plan, review how they're getting on – Assess, Plan, Do, Review. The areas of need are as follows:

- Communication and Interaction.
- Cognition and Learning.
- Social, Mental and Emotional Health
- Sensory and/or Physical.

### **Assessment**

All Year 7 pupils will take part in baseline assessments within their first half term. Pupils in year 7 and 8 take part in the Accelerated Reading Programme which monitors their reading and comprehension throughout the year. Individual cognition and learning assessments take place on an individual basis as required for both KS3 and KS4 pupils.

### **Monitoring**

The progress of all pupils on the SEND register is tracked and monitored across all subjects using the whole school data. This is in addition to frequent SEND department meetings where we discuss the needs and progress of all of the pupils that we support, as well as any that we believe may benefit from support in the future. The progress of our SEND students is discussed with parents at parents' afternoons and evenings and at optional drop-in sessions which are available at points throughout the school year. Parents can also request an appointment with the Learning Support Co-ordinator by contacting the school.

## **SSPP**

If we believe that a pupil will benefit from additional funding and support we can apply for A SEND Support Provision Plan (SSPP). This will be applied for with the pupil, parent/carers and outside agencies. This will be reviewed at least annually and if required an Educational Health Care Review can take place to apply for an Educational Health Care Plan

## **Educational Health Care (EHC) Plan.**

If we believe that a pupil needs extra educational provision, an EHC Plan can be made describing the child's learning difficulties and how they are to be addressed. Pupils with EHC Plans also have their plans reviewed annually in accordance with the procedures laid down by the local authority.

## **Pupil Passports**

All pupils on the SEND register have a Pupil Passport which details their literacy assessment information, gives information about the needs of each pupil and provides strategies for the class teacher and pupil coaches to support the pupils. This enables staff to plan and deliver quality first teaching. The SEN register also lists the area of need for each pupil. These are updated regularly with input from classroom teachers and support from external agencies when appropriate. Where appropriate, the passport also includes areas of interests from the pupils, and pupils are also encouraged to take ownership over how they can support their own learning.

## **Reviewing**

The SEND register is a working document and is regularly reviewed. A pupil may:-

- be removed from the SEND register if significant progress has been made
- continue with the same level of support in order to secure the level of attainment
- receive support from a specialist external agency if needed
- need the school to make a request to the Local Authority for statutory assessment to ensure that the appropriate provision is made for them (an EHC Plan will then be put in place to support the pupil).

## **Staffing:**

SEND Leader	Mrs S Crooks SEND and Early Intervention
Governor with responsibility for SEND	Mr L Payton

If you require further information on SEND or the provision from the Local Authority please contact Mrs S Crooks

This whole school policy has been reviewed in the light of other school policies, the Local Authority's Policy on SEND and the guidance within the SEND Code of Practice 2014.

## **COMPLAINTS**

Any complaints about the SEN support put in place for a pupil should be made whilst the pupil is still registered at the school. This includes complaints if you believe that the school has not provided the support required by your child's SEN statement or education, health and care (EHC) plan.

Follow these steps in order. Move on to the next step if your complaint is not resolved.

1. Talk to the school's Learning Support Co-ordinator (Mrs Crooks). We endeavor to support all pupils and their families.
2. Follow the school's complaints procedure.
3. Complain to the local authority.

If your complaint is not about a SEN statement or an EHC plan you should complain to the Education Funding Agency.

If you disagree with a decision that the local authority has made about an EHC plan you can appeal to the Special Educational Needs and Disability Tribunal.

### **If the pupil has an EHC Plan:**

You must talk to a mediation adviser before you appeal.

You can appeal if you have parental responsibility for a young person, or as their foster parent or carer; or if you are the young person.

You can appeal if you don't agree with the EHC plan your local authority has made, or if they:

- refuse to make an EHC assessment or reassessment
- refuse to create an EHC plan after making an assessment or reassessment
- refuse to change the sections of an existing EHC plan which are about education (sections B, F and I)
- decide your child doesn't need an EHC plan any more

### **Help you can get**

Check if you can get legal aid. You can also get free help and advice from:

- the Independent Parental Special Education Advice (IPSEA)
- your local Parent Partnership Service through <https://www.localofferbirmingham.co.uk>
- Parent Link Service

### **Information, Advice and Support Services (IASS) Network**

Telephone: 0121 303 5004

Email: SENDIASS@birmingham.gov.uk

Website: [www.birmingham.gov.uk/sendiasm](http://www.birmingham.gov.uk/sendiasm)

### **Parent Link Service**

The SEND Parent Link Service is the first point of contact for parents or carers of children with a Special Educational Need or a Disability to get advice and support. The service is here for you if you are not sure who to contact, where to go for advice or support you need, or you just want to ask a question.

Contact: 0121 303 8461

Email: ParentLinkService@birmingham.gov.uk

### **Disability discrimination**

Follow the school's complaints process if a school has discriminated against someone because of their disability. If this doesn't solve the problem, or you don't want to complain to the school first, you may be able to complain to the Special Educational Needs and Disability (SEND) tribunal.

You can complain to the tribunal if you're:

- someone with parental responsibility for a young person, or their foster parent or carer
- a young person over school leaving age but under 18

*Ratified by Governors: 11/10/2023*

*Review: 11/10/2024*

*(This policy will remain in force beyond the review date if no updates are required)*